



# **TJIC Alert**

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**November 2010**

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## **EDUCATION**

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### **INTERNATIONAL EDUCATION**

#### **1. RESOURCING GLOBAL EDUCATION**

Katie Malouf

Oxfam International

Full Text: <http://www.oxfam.org/sites/www.oxfam.org/files/resourcing-global-education.pdf>

44 p.

January 19, 2010

Remarkable progress has been made in the last ten years toward achieving the education-related Millennium Development Goals. However, these achievements could be derailed by the global economic crisis, newly falling aid levels, and educational challenges. The report examines the EFA-Fast Track Initiative (FTI), both its positive contributions and its current limitations. It argues for the reform of the FTI into a more ambitious, effective Global Fund for Education.

[Note: contains copyrighted material].

#### **2. GLOBAL EDUCATION DIGEST 2010: COMPARING EDUCATION STATISTICS ACROSS THE WORLD**

UNESCO

September 23, 2010

277 p.

Full Text: <http://bit.ly/aKQ313>

According to the Digest, boys and girls in only 85 countries will have equal access to primary and secondary education by 2015, if present trends continue. Seventy-two countries are not likely to reach the goal, among which, 63 are far from reaching parity at the secondary level.

"This new data tells us that we need to re-affirm our commitment to education and gender equality," said UNESCO Director-General, Irina Bokova. "The advances made in improving girls' and women's access to education and training over the past decades risk being undermined by reductions in international aid and national investments as the world struggles to cope with inter-locking crises. Yet, we all know that compromising the education of girls and women will only lead to more vulnerability and reinforce the vicious cycle of poverty."

[Note: contains copyrighted material].

### **3. IS THE WORLD OUR CAMPUS? INTERNATIONAL STUDENTS AND U.S. GLOBAL POWER IN THE LONG TWENTIETH CENTURY**

Paul A. Kramer  
Diplomatic History

p. 775-806  
November 2009

Kramer, Associate Professor of History at Vanderbilt University, builds on the movement to broaden the history of U.S. foreign relations beyond just official relations between governments, drawing attention to international students as foreign-relations actors. By implication, classrooms, campuses and college towns all function as international-relations nodes. He writes that there is much to be gained from approaching the topic through the lens of U.S. global power. From pre-Fulbright days, there has been a tendency on the part of American educators and officials to view study-in-the-U.S. programs, including military training courses, as a means of enhancing the nation's position in the world. The author explores whether we should regard education only in terms of national interests or also in terms of potentially transnational group interests -- do we miss something if we focus on U.S. global power rather than the creation of a global elite? He suggests framing the issue of international education in terms of world history, class formation, capitalism, democracy, or globalization instead of in terms of history of U.S. foreign relations.

[Note: contains copyrighted material].

### **4. CAPTURING RESEARCH IMPACTS: A REVIEW OF INTERNATIONAL PRACTICE**

RAND Corporation January 25, 2010

92 p.

Full Text: [http://www.rand.org/pubs/documented\\_briefings/2010/RAND\\_DB578.pdf](http://www.rand.org/pubs/documented_briefings/2010/RAND_DB578.pdf)

The report reviews approaches to evaluating the impact of research. The objectives were 1) to review international practice in assessing research impact and 2) to identify relevant challenges, lessons and observations from international practice that help Higher Education Funding Council for England (HEFCE) develop a framework for assessing research impact. The report presents the findings based on four case study examples of impact evaluation approaches: the Australian RQF, the UK RAISS method, the US PART framework and the Dutch ERiC framework.

[Note: contains copyrighted material].

### **5. 1-TO-1 IN EDUCATION: CURRENT PRACTICE, INTERNATIONAL COMPARATIVE RESEARCH EVIDENCE AND POLICY IMPLICATIONS**

Organisation for Economic Co-operation and Development

March 4, 2010

19 p.

Full Text: [http://www.oalis.oecd.org/oalis/2010doc.nsf/LinkTo/NT00000D76/\\$FILE/JT03279481.PDF](http://www.oalis.oecd.org/oalis/2010doc.nsf/LinkTo/NT00000D76/$FILE/JT03279481.PDF)

Over the last decade, more and more public and private stakeholders, in developed and developing countries, have been supporting 1:1 initiatives in education. These 1:1 initiatives represent a qualitative move forward from previous educational experiences with ICT, inasmuch as every child is equipped with ubiquitous access to a personal device, usually laptops, net books or handhelds. The paper tries to systematize the most salient evidence about 1:1 initiatives in education drawing on official websites, program evaluations and academic meta-reviews.

[Note: contains copyrighted material].

### **6. FOREIGN MEDICAL SCHOOLS: EDUCATION SHOULD IMPROVE MONITORING OF SCHOOLS THAT PARTICIPATE IN THE FEDERAL STUDENT LOAN PROGRAM**

U.S. Government Accountability Office

June 28, 2010

82 p.

Full Text: <http://go.usa.gov/O3n>

Each year, the federal government makes a significant financial investment in the education and training of the U.S. physician workforce. A quarter of that physician workforce is composed of international medical graduates (IMG) and they include both U.S. citizens and foreign nationals. Little is known about IMGs with respect to how much they borrow overall, or the outcome of their medical studies, leading some policy makers to question the federal return on investment in IMGs. Therefore, Congress mandated that GAO study the performance of IMGs educated at these schools and other aspects of a foreign medical education, including the potential effect of the new 75 percent pass rate requirement on school participation in the federal loan program.

## **7. UNESCO GUIDEBOOK ON TEXTBOOK RESEARCH AND TEXTBOOK REVISION**

Falk Pingel

U.N. Educational, Scientific and Cultural Organization

Full Text: <http://unesdoc.unesco.org/images/0011/001171/117188E.pdf>

83 p.

March 2010

The updated version includes information on the rapid growth of the electronic educational media market, the diversification and regionalisation of textbook production and the introduction of standards and quality criteria. It places textbook revision within the wider framework of transitional justice and reconciliation measures such as trials, truth commissions, and remembrance ceremonies.

[Note: contains copyrighted material].

## **8. VARIATION IN EDUCATIONAL OUTCOMES AND POLICIES ACROSS COUNTRIES AND OF SCHOOLS WITHIN COUNTRIES**

National Bureau of Economic Research

August 2010

32 p.

Full Text: <http://bit.ly/9x0s7f>

The study examines the variation in educational outcomes across and within countries using the TIMSS mathematics tests. It documents the wide cross-country variation in the level and dispersion of test scores. Countries with the highest test scores are those with the least inequality in scores, which suggests a “virtuous” equity-efficiency trade-off in improving educational outcomes, according to the report.

[Note: contains copyrighted material].

## **9. PROTECTING EDUCATION FROM ATTACK: A STATE-OF-THE-ART REVIEW**

U.N. Educational, Scientific and Cultural Organization

2010

308 p.

Full Text: <http://www.unesco.org/en/education/publications/>

Attacks on education occur in many countries that face armed conflict and insecurity. Carried out for political, military, ideological, sectarian, ethnic, religious and criminal reasons by state and non-state actors alike, these incidents involve the intentional use of force in ways that disrupt and deter educational provision. Reducing the incidence of education-related attacks and ending impunity are critical to the safety and development of individuals and communities affected by conflict and insecurity. While some progress has been made, particularly in raising awareness of the nature and scale of targeted violence, attacks continue and impunity persists.

[Note: contains copyrighted material].

## **EDUCATION IN THE U.S.**

### **10. DIGEST OF EDUCATION STATISTICS 2009**

Thomas A. Snyder and Sally A. Dillow

National Center for Education Statistics

Full Text: <http://nces.ed.gov/pubs2010/2010013.pdf>

732 p.

April 7, 2010

The Digest provides a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. It contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons.

### **11. EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS: FALL 2008**

National Center for Education Statistics

April 28, 2010

66 p.

Full Text: <http://nces.ed.gov/pubs2010/2010034.pdf>

The report presents data from a fall 2008 Fast Response Survey System (FRSS) survey of public schools on the availability and use of educational technology. It includes information on computer hardware and Internet access, availability of staff to help integrate technology into instruction and provide timely technical support, and perceptions of educational technology issues at the school and district level.

[Note: contains copyrighted material].

## **12. THE NATION'S REPORT CARD: READING 2009**

National Center for Education Statistics

March 24, 2010

72 p.

Full Text: <http://nces.ed.gov/nationsreportcard/pdf/main2009/2010458.pdf>

The report presents results of the 2009 National Assessment of Educational Progress (NAEP) in reading at grades 4 and 8. Results for students in the nation, the 50 states, the District of Columbia, and Department of Defense schools are reported as average scores and as percentages of students performing at or above three achievement levels: Basic, Proficient, and Advanced. Scores are also reported at selected percentiles, showing changes in the performance of lower-, middle-, and higher-performing students. Results for student demographic groups defined by various background characteristics are included, as well as sample assessment questions with examples of student responses.

## **13. WRITING TO READ: EVIDENCE FOR HOW WRITING CAN IMPROVE READING**

Steve Graham and Michael Hebert

74 p.

Alliance for Excellent Education

April 14, 2010

Full Text: <http://www.all4ed.org/files/WritingToRead.pdf>

Although some progress has been made in improving the literacy achievement of students in American high schools during the last twenty years, the majority of students still do not read or write well enough to meet grade-level demands. Poor literacy skills play a role in why many of these students do not complete high school. The report identifies instructional practices in writing shown to improve students' reading abilities and recommends ways that teachers can improve students' reading skills through teaching writing.

[Note: contains copyrighted material].

## **14. THE FEDERAL ROLE IN CONFRONTING THE CRISIS IN ADOLESCENT LITERACY**

Alliance for Excellent Education

September 20, 2010

10 p.

Full Text: <http://bit.ly/cEdFbU>

Results from national reading assessments reveal that millions of young people leave high school without the advanced reading and writing skills required for career and college success. Young adults who lack reading and writing proficiency will likely be relegated to the ranks of unskilled workers in a world where literacy is an absolute precondition for success. While federal and state strategies have begun to focus on the adolescent literacy crisis, more than ever it is time to build upon these initial efforts. The brief describes the role that the federal government can play to advocate for a comprehensive, national, and school wide focus on K–12 literacy.

[Note: contains copyrighted material].

## **15. WHAT CAN WE LEARN FROM THE IMPLEMENTATION OF NO CHILD LEFT BEHIND?**

RAND Corporation

RAND Corporation

3 p.

Full Text: [http://www.rand.org/pubs/research\\_briefs/2010/RAND\\_RB9517.pdf](http://www.rand.org/pubs/research_briefs/2010/RAND_RB9517.pdf)

Studies suggest that the No Child Left Behind Act's goal of 100 percent of U.S. students proficient in reading and mathematics by 2014 will not be met. Broad implementation guidelines have resulted in a different accountability system in every state, says the report.

[Note: contains copyrighted material].

## **16. EDUCATION POLICY AND CRIME**

Lance Lochner

52 p.

National Bureau of Economic Research

April 2010

Full Text: [http://www.nber.org/papers/w15894.pdf?new\\_window=1](http://www.nber.org/papers/w15894.pdf?new_window=1)

The paper discusses the relationship between education and crime from an economic perspective, developing a human capital-based model that sheds light on key ways in which early childhood programs and policies that encourage schooling may affect both juvenile and adult crime. The paper concludes with a broad discussion of education policy and its potential role as a crime-fighting strategy.

[Note: contains copyrighted material].

**17. STATE STRATEGIES TO HELP SCHOOLS MAKE THE MOST OF THEIR NATIONAL SCHOOL LUNCH PROGRAM**

Kathleen Nolan

National Governors Association Center for Best Practices

Full Text: <http://www.nga.org/Files/pdf/1001SCHOOLLUNCH.PDF>

14 p.

January 11, 2010

The brief outlines state strategies to help schools make the most of the second largest food program in the United States, which serves 31 million school children each day and more than half of children at least once a week.

[Note: contains copyrighted material].

**18. LEVERS OF CHANGE: PATHWAYS FOR STATE-TO-DISTRICT ASSISTANCE IN UNDERPERFORMING SCHOOL DISTRICTS**

William J. Slotnik

Center for American Progress

Full Text: <http://bit.ly/brnUPh>

56 p.

September 2010

When school districts fail to meet their responsibilities to educate students, state departments of education by law have to step up and become the responsible party. But, if state departments of education are to achieve better results, there is a fundamental need for new approaches and new sets of players.

[Note: contains copyrighted material].

**19. FALSE IMPRESSION: HOW A WIDELY CITED STUDY VASTLY OVERSTATES THE BENEFITS OF CHARTER SCHOOLS**

Marco Basile

The Century Foundation and Economic Policy Institute

Full Text: <http://bit.ly/951Jeg>

7 p.

August 9, 2010

The study reviews a critical analysis of one study that appears to show remarkable results of charter school education, and points to other studies that would call into question the broad claims of success by charter school advocates.

[Note: contains copyrighted material].

**20. PRACTICAL GUIDELINES FOR PREPARING A PUBLIC EXPENDITURE REVIEW FOR EDUCATION AT THE DISTRICT LEVEL**

The World Bank

March 2010

23 p.

Full Text: [http://www-](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2010/03/02/000333038_20100302225045/Rendered/PDF/532860WP0New0D10Box345606B01PUBLIC1.pdf)

[wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2010/03/02/000333038\\_20100302225045/Rendered/PDF/532860WP0New0D10Box345606B01PUBLIC1.pdf](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2010/03/02/000333038_20100302225045/Rendered/PDF/532860WP0New0D10Box345606B01PUBLIC1.pdf)

In recent years district education expenditure has grown rapidly both in terms of level and as a share of national education expenditure in Indonesia. For many districts, education is a priority in local government budgets and on average absorbs almost one third of spending at the local government level. However, outputs and outcomes still vary despite the increase in education spending. Some districts lag behind, while others have made significant progress in meeting their education goals. The variations in teacher distribution, the supply of schools, the quality of infrastructure facilities, and other input resources may be factors behind the difference in outcomes

[Note: contains copyrighted material].

**21. TRENDS IN THE USE OF SCHOOL CHOICE: 1993 TO 2007**

National Center for Education Statistics

April 8, 2010

77 p.

Full Text: <http://nces.ed.gov/pubs2010/2010004.pdf>

The report uses data from the National Household Surveys Program (NHES) to present trends that focus on the use of and users of public schools (assigned and chosen), private schools (church- and non church-related), charter schools, and homeschoolers between 1993 and 2007.

**22. ALTERNATIVE SCHOOLS AND PROGRAMS FOR PUBLIC SCHOOL STUDENTS AT RISK OF EDUCATIONAL FAILURE: 2007-08**

National Center for Education Statistics

March 23, 2010

73 p.

Full Text: <http://nces.ed.gov/pubs2010/2010026.pdf>

The report presents data from a recent district Fast Response Survey System (FRSS) survey about alternative schools and programs available to students during the 2007-08 school year. Alternative schools and programs are specifically designed to address the educational needs of students at risk of school failure in a setting apart from that of the regular public school. They can be administered by the district or an entity other than the district. The study includes information on the availability and number of alternative schools and programs, the number of students enrolled in alternative schools and program, and district policy on returning students to a regular school.

**23. RESTRUCTURING 'RESTRUCTURING': IMPROVING INTERVENTIONS FOR LOW-PERFORMING SCHOOLS AND DISTRICTS**

Robert Manwaring

20 p.

Education Sector

April 6, 2010

Full Text: [http://www.educationsector.org/usr\\_doc/Restructuring.pdf](http://www.educationsector.org/usr_doc/Restructuring.pdf)

The Obama administration has made "turnaround" a major priority, vowing to fundamentally restructure and reshape the nation's lowest-performing schools. In the report, Manwaring examines what happens after states identify schools as low-performing. He documents how few states and districts use the tools provided to them by NCLB and what policy changes must be made in order to address the administration's challenge. [Note: contains copyrighted material].

**24. STUCK SCHOOLS: A FRAMEWORK FOR IDENTIFYING SCHOOLS WHERE STUDENTS NEED CHANGE – NOW!**

The Education Trust

March 1, 2010

22 p.

Full Text: <http://www.edtrust.org/sites/edtrust.org/files/publications/files/StuckSchools.pdf>

The report shows that schools often lumped together as "low performing" are not all alike. Examining data from reading and mathematics assessments for elementary and middle schools in ten states, the study's authors found that some low-performing schools remain stuck year after year, and others that started low performing are among the fastest improvers in their states.

[Note: contains copyrighted material].

**25. HOURS OF OPPORTUNITY: HOW CITIES CAN BUILD SYSTEMS TO IMPROVE OUT-OF-SCHOOL-TIME PROGRAMS**

RAND Corporation

October 21, 2010

3 p.

Full Text: [http://www.rand.org/pubs/research\\_briefs/2010/RAND\\_RB9551.pdf](http://www.rand.org/pubs/research_briefs/2010/RAND_RB9551.pdf)

Five cities that received a grant from The Wallace Foundation to increase collaboration, access, quality, information sharing, and sustainability in their out-of-school-time systems used different planning approaches to meet the initiative's goals.

[Note: contains copyrighted material].

**26. THE ONLINE LEARNING IMPERATIVE: A SOLUTION TO THREE LOOMING CRISES IN EDUCATION**

Bob Wise and Robert Rothman

10 p.

Alliance for Excellent Education

June 2010

Full Text: <http://www.all4ed.org/files/OnlineLearning.pdf>

Currently, K–12 education in the U.S. is dealing with three major crises, each of which on its own is capable of wreaking havoc on schools and communities around the nation, but together are an all-out perfect storm. Simultaneously, the U.S. education system is facing a growing workforce whose mounting needs for education and training will not be met by the nation's current public education system; declining state fiscal revenues; and mounting teacher shortages, further crippling low-performing secondary schools. The time for merely rethinking and upgrading the role of technology in education has passed, according to the report. Technology can no longer



be thought of simply as an “add-on” tool in education, but rather an integral part of the total educational environment.

[Note: contains copyrighted material].

## **27. ACHIEVING THE MILLENNIUM DEVELOPMENT GOALS: EDUCATION IS THE KEY MISSING LINK**

David Gartner

Brookings Institution

July 30, 2010

Full Text: <http://bit.ly/aa3hQM>

President Obama is releasing a plan for achieving the Millennium Development Goals (MDGs) by 2015 in advance of the largest gathering of world leaders in at least a decade at the United Nations. While the Administration's outline includes useful ideas on tracking development outcomes and increasing transparency and accountability, it also represents a missed opportunity to deliver. For most of the MDGs, particularly those that are most off-track, success will be nearly impossible without the achievement of universal primary education, MDG 2. With 72 million children still not in primary school, achieving universal education would offer extraordinary leverage in the broader fight against global poverty, says the author.

[Note: contains copyrighted material].

## **28. NO REFUGE: THE ANNUAL REPORT ON THE ECONOMIC STATUS OF THE PROFESSION 2009-10**

American Association of University Professors

April 2010

29 p.

Full Text: <http://www.aaup.org/NR/rdonlyres/AFB34202-2D42-48B6-9C3B-52EC3D86F605/0/zreport.pdf>

Rough financial seas had been buffeting many colleges and universities for years before the recession that began in late 2007. Then in mid-September 2008, an economic crisis crashed into the campuses, challenging the ability to provide the accessible, high-quality education necessary to achieve long-term national goals. As the economy weakened at the end of 2008 and into 2009, college and university presidents, business officers, admissions deans, financial aid directors, faculty, staff, students, and parents wondered whether higher education would find a refuge from the worst of the storm, as it had in prior recessions.

[Note: contains copyrighted material].

## **29. EDUCATION, INFRASTRUCTURE, AND BORDER ECONOMIC GROWTH**

James A. Baker III Institute for Public Policy

March 24, 2010

22 p.

Full Text: <http://www.bakerinstitute.org/publications/LAI-pub-BorderEconFullerton-032410.pdf>

The study shows how economic recovery programs may improve, or fail to improve, regional education systems.

[Note: contains copyrighted material].

## **30. A CLIFF HANGER: HOW AMERICA'S PUBLIC SCHOOLS CONTINUE TO FEEL THE IMPACT OF THE ECONOMIC DOWNTURN**

Noelle M. Ellerson

33 p.

American Association of School Administrators

April 2010

Full Text: [http://www.aasa.org/uploadedFiles/Policy\\_and\\_Advocacy/files/CliffHangerFINAL\(1\).pdf](http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/CliffHangerFINAL(1).pdf)

Students and school systems across the nation are facing serious challenges as a result of the economic downturn, according to the survey. Compounding an already tough budget environment, schools are facing the harsh reality that stimulus funds will soon run out and the Obama Administration's proposal to shift additional education dollars away from long-time formula grant programs to competitive grant programs.

[Note: contains copyrighted material].

## **31. CLASSROOMS FOR SECURITY: HARNESSING ACADEMIA TO KEEP AMERICA SAFE**

The Heritage Foundation

July 7, 2010

11 p.

Full Text: <http://bit.ly/b7HY11>

A homeland security enterprise that can meet the threats and challenges of the 21st century requires the assistance and commitment of America's educational system. Schools, colleges, and universities must focus on educating students and training professionals, while fostering innovation and planning for the future. More and more academic institutions are offering classes and degrees in issues related to homeland security. Partnerships

between institutions of higher learning and the Department of Homeland Security are a crucial part of developing future homeland security leaders.  
[Note: contains copyrighted material].

### **32. COMBATING CLIMATE CHANGE THROUGH QUALITY EDUCATION**

Allison Anderson  
Brookings Institution

Full Text: <http://bit.ly/autal5>

16 p.

September 16, 2010

Climate change threatens to undo and even reverse the progress made toward meeting the Millennium Development Goals (MDGs) and poses one of the most serious challenges to reducing global poverty for the international community. However, the education sector offers a currently untapped opportunity to combat climate change. The brief reviews the current policies and actions on climate change and the barriers to engaging the education sector in the discussions on climate change mitigation and adaptation.

[Note: contains copyrighted material].

### **33. IN SEARCH OF THE HOLY GRAIL: UNDERSTANDING RESEARCH SUCCESS**

Jonathan Grant and Steven Wooding  
RAND Corporation

Full Text: [http://www.rand.org/pubs/occasional\\_papers/2010/RAND\\_OP295.pdf](http://www.rand.org/pubs/occasional_papers/2010/RAND_OP295.pdf)

18 p.

April 5, 2010

The paper considers the continuing challenges facing research funders when trying to allocate research money. It focuses on the area of research policy in mental health research funding, with a particular emphasis on funding for schizophrenia research, and provides an overview of research policy in the last 20-25 years.

[Note: contains copyrighted material].

### **34. GAINFUL EMPLOYMENT BRINGS MORE GAINFUL EDUCATION**

Louis Soares

Center for American Progress

Full Text: <http://bit.ly/cn7P4A>

August 9, 2010

Gainful employment rule pushes the Education Department into a new role, using network orchestration to improve quality and value in higher education, writes Louis Soares.

[Note: contains copyrighted material].

### **35. SHIFTING RISK TO CREATE OPPORTUNITY: A ROLE FOR PERFORMANCE GUARANTEES IN EDUCATION**

Bryan C. Hassel and Daniela Doyle  
American Enterprise Institute

Full Text: <http://bit.ly/dksRHQ>

26 p.

July 28, 2010

Performance guarantees in education represent one mechanism for improving upon, expanding, and replicating the successes of providers to raise student achievement, according to the report.

[Note: contains copyrighted material].

### **Primary/Secondary Education**

### **36. PREPARE AND INSPIRE: K-12 EDUCATION IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH [STEM] FOR AMERICA'S FUTURE**

President's Council of Advisors on Science and Technology

September 2010

130 p.

Full Text: <http://bit.ly/95sBNW>

America is home to extraordinary assets in science, engineering, and mathematics that, if properly applied within the educational system, could revitalize student interest and increase proficiency in these subjects and support an American economic renewal, according to the report.



### **37. EXPANDING CHOICE IN ELEMENTARY AND SECONDARY EDUCATION: A REPORT ON RETHINKING THE FEDERAL ROLE IN EDUCATION**

Brookings Institution

February 2, 2010

32 p.

Full Text: [http://www.brookings.edu/~media/Files/rc/reports/2010/0202\\_school\\_choice/0202\\_school\\_choice.pdf](http://www.brookings.edu/~media/Files/rc/reports/2010/0202_school_choice/0202_school_choice.pdf)

Education choice exercises a powerful pull on parents of school children: Twenty-four percent report that they moved to their current neighborhood so their children could attend their current school; 15 percent of public school students attend parent-selected rather than district-assigned schools; the charter school and homeschooling sectors have grown from nothing to 2.6 percent and 3 percent of total enrollment respectively; private schools capture 11 percent of enrollment; and virtual schooling is poised for explosive growth. Consistent with these behavioral manifestations of the desire of parents to choose their children's schools, schools of choice consistently generate more positive evaluations from parents than assigned schools.

[Note: contains copyrighted material].

### **38. EARLY EDUCATION PROGRAMS AND CHILDREN OF IMMIGRANTS: LEARNING EACH OTHER'S LANGUAGE**

Hannah Matthews and Danielle Ewen

22 p.

Urban Institute

August 31, 2010

Full Text: <http://bit.ly/dmN6ek>

Children from immigrant families are the fastest growing group of children in the United States. High-quality child care and early education opportunities will be critical to these children's success in school and in life. Yet, the early experiences of children in immigrant families are as diverse and varied as immigrant families themselves. While many immigrant families face numerous barriers to accessing high-quality child care and early education for their young children, these barriers are not insurmountable. The paper discusses state and local solutions to improving access for immigrant families and specific strategies and collaborations among providers, policymakers, and immigrant-serving organizations.

[Note: contains copyrighted material].

### **39. EARLY READING: IGNITING EDUCATION FOR ALL**

Brookings Institution

September 8, 2010

71 p.

Full Text: <http://bit.ly/aZT3Aw>

Learning to read is a fundamental part of the first few years of primary education for early and sustained success in school. Yet, in many developing countries, a distressing number of students are not learning to read at all during these critical first years of schooling. On September 8, International Literacy Day, the Center for Universal Education (CUE) at Brookings and the International Reading Association hosted a discussion on how ensuring literacy in the early grades can help to fulfill the promise of quality education for all.

[Note: contains copyrighted material].

### **40. ADOLESCENT LITERACY**

Alliance for Excellent Education

September 15, 2010

3 p.

Full Text: <http://bit.ly/b4X6WP>

Our society is demanding ever more literate workers and citizens. As technology advances and the American economy grows increasingly knowledge based, individuals must be able to read, write, and communicate at higher levels in order to remain economic and social contributors. A student's level of literacy is a critical determinant of success in secondary school and beyond. Currently, more than half of America's secondary students struggle to read their textbooks and other course materials. Still, research demonstrates that adolescents' literacy levels can improve with intensive, comprehensive instruction.

[Note: contains copyrighted material].

#### **41. IMPACTS OF A VIOLENCE PREVENTION PROGRAM FOR MIDDLE SCHOOLS**

National Center for Education Evaluation and Regional Assistance April 2010 159 p.  
Full Text: <http://ies.ed.gov/ncee/pubs/20104007/pdf/20104007.pdf>

A new evaluation of a violence prevention program for middle schools finds that after one school year, there were no statistically significant impacts on how often students reported that they were victimized by their peers, or committed violence against their peers. In addition, there were no statistically significant impacts of the program on a number of other outcomes such as how often students' reported positive behavior toward their peers or on their perceptions of school safety.

#### **42. PUBLIC INVESTMENT IN CHILDREN'S EARLY AND ELEMENTARY YEARS**

Urban Institute and Brookings Institution April 6, 2010 32 p.  
Full Text: [http://www.urban.org/UploadedPDF/412061\\_public\\_investment\\_children.pdf](http://www.urban.org/UploadedPDF/412061_public_investment_children.pdf)

How government spends money, and who benefits, reveals our priorities. How, then, do children fare in the competition for public resources? The report looks at public investments across age groups, from birth through the elementary years. Key findings show that spending more than doubles per capita between the infant and toddler years and the elementary years. The increase is driven by growing state and local spending; the federal contribution is relatively stable across age groups.

[Note: contains copyrighted material].

#### **43. A NEXT SOCIAL CONTRACT FOR THE PRIMARY YEARS OF EDUCATION**

Lisa Guernsey and Sara Mead 20 p.  
New America Foundation March 31, 2010  
Full Text: <http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/The%20Next%20Social%20Contract%20for%20Education.pdf>

The report calls for a bold transformation of the country's public education system to prioritize early learning. It envisions a new system that serves children starting at age 3, erases the artificial divide between "preschool" and "K-12" programs and extends high-quality teaching up through the early grades of elementary school.

[Note: contains copyrighted material].

### **Higher Education**

#### **44. THE NEA 2010 ALMANAC OF HIGHER EDUCATION**

National Education Association April 2010  
Full Text: <http://www.nea.org/home/38294.htm>

The Almanac analyzes the impact of the economic downturn on our colleges and universities. Economists may believe that the Great Recession is over, but the employment outlook remains bleak despite some moderation brought about by federal stimulus funds. Despite the gloomy economic outlook, Suzanne B. Clery and Barry L. Christopher report some salary increases for full-time faculty on 9/10-month contracts. But wage gaps continue to increase by rank, gender, control, and discipline. The data has yet to show the impact of furlough policies adopted in many states.

[Note: contains copyrighted material].

#### **45. THE ATTRITION TRADITION IN AMERICAN HIGHER EDUCATION: CONNECTING PAST AND PRESENT**

John R. Thelin 28 p.  
American Enterprise Institute for Public Policy April 20, 2010  
Full Text: <http://www.aei.org/docLib/AttritionTraditionThelin.pdf>

In July 2009, President Barack Obama set out a bold higher education agenda for his administration and promised that the U.S. would once again lead the world in college degree attainment. Given the nation's current level of college completion, it is reasonable to wonder whether such ambitions are feasible. While there is a sense that the country needs to recreate the "Golden Age" of American higher education, where high completion rates

were the norm, few have bothered to ask whether this era was actually as golden as the conventional wisdom would suggest, says the author.

[Note: contains copyrighted material].

**46. ENROLLMENT IN POSTSECONDARY INSTITUTIONS, FALL 2008; GRADUATION RATES, 2002 & 2005 COHORTS; AND FINANCIAL STATISTICS, FISCAL YEAR 2008**

National Center for Educational Statistics

April 2010

71 p.

Full Text: <http://nces.ed.gov/pubs2010/2010152.pdf>

The report presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2009 data collection.

**47. POSTSECONDARY INSTITUTIONS AND PRICE OF ATTENDANCE IN THE UNITED STATES: FALL 2009, DEGREES AND OTHER AWARDS CONFERRED: 2008-09, AND 12-MONTH ENROLLMENT: 2008-09**

National Center for Education Statistics

August 25, 2010

49 p.

Full Text: <http://bit.ly/cxLT11>

The report presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2009 data collection, which included three survey components: Institutional Characteristics for the 2009-10 academic year, Completions covering the period July 1, 2008, through June 30, 2009. and data on 12-Month Enrollment for the 2008-09 academic year. These data were collected through the IPEDS web-based data collection system.

[Note: contains copyrighted material].

**48. POSTSECONDARY EDUCATION: COLLEGE AND UNIVERSITY ENDOWMENTS HAVE SHOWN LONG-TERM GROWTH, WHILE SIZE, RESTRICTION, AND DISTRIBUTIONS VARY**

U.S. Government Accountability Office

February 23, 2010

80 p.

Full Text: <http://www.gao.gov/new.items/d10393.pdf>

The nation's 4-year not-for-profit colleges and universities collectively held more than \$400 billion in endowments in 2008. Some institutions' large endowments coupled with the high and growing cost of college have led to questions about institutions' use of endowments. The mandated report describes (1) the size and change in value of endowments over the last 20 years, (2) the extent and manner to which endowment funds are restricted for financial aid and other purposes, and (3) institutions' distribution of endowment assets.

**49. 2010-2011 COLLEGE DESTINATION INDEX**

American Institute for Economic Research

September 7, 2010

4 p.

Full Text: <http://bit.ly/d4JiWD>

"Unlike other rankings, the College Destinations Index analysis does not depend on reporting from individual schools, which understandably would like to paint the best picture possible of themselves and their environments," said Marla Brill, primary reporter on the CDI companion volume. "Rather, the CDI looks at broader regional information supplied by neutral third parties such as the Census Bureau, the Bureau of Labor Statistics and the National Science Foundation. The result is an independent, unbiased appraisal."

[Note: contains copyrighted material].

**50. THE ALTERNATIVE**

Michelle Davis

p. 22-29

Washington Post Magazine

April 11, 2010

Currently available online at

<http://www.washingtonpost.com/wp-dyn/content/article/2010/04/02/AR2010040202553.html>

Younger students are giving community colleges a second look as a gateway to a four-year degree in a still-tight economy. As job losses rack up and family savings dwindle, more students who saw themselves going directly from high school to a four-year institution are instead enrolling at their local community college. Once known for the night courses they offered to usually older students who were holding down daytime jobs and had other responsibilities, community colleges now maintain daytime programs and specialized courses of study once only

available in more expensive degree programs. Nationally, about 46 percent of students on community college campuses are younger than 21, according to a 2007 report from the American Association of Community Colleges, up from 42.5 percent in 2003.

#### **51. INCREASING TIME TO BACCALAUREATE DEGREE IN THE UNITED STATES**

National Bureau of Economic Research

April 2010

62 p.

Full Text: [http://www.nber.org/papers/w15892.pdf?new\\_window=1](http://www.nber.org/papers/w15892.pdf?new_window=1)

Time to completion of the baccalaureate degree has increased markedly in the United States over the last three decades, even as the wage premium for college graduates has continued to rise. The report shows that the increase in time to degree is localized among those who begin their postsecondary education at public colleges outside the most selective universities. In addition, there is evidence that the increases in time to degree were more marked amongst low income students.

[Note: contains copyrighted material].

#### **52. PROMOTING A CULTURE OF STUDENT SUCCESS: HOW COLLEGES AND UNIVERSITIES ARE IMPROVING DEGREE COMPLETION**

Southern Regional Education Board

April 2010

52 p.

Full Text: [http://publications.sreb.org/2010/10E02\\_Promoting\\_Culture.pdf](http://publications.sreb.org/2010/10E02_Promoting_Culture.pdf)

The report profiles 15 four-year public colleges and universities nationwide whose success in raising graduation rates may provide other institutions with practices and strategies that work to help more students succeed. It also outlines common approaches and strategies that these institutions are using to boost student success for other institutions, university systems and states to use.

[Note: contains copyrighted material].

#### **53. TAX ARBITRAGE BY COLLEGES AND UNIVERSITIES**

Congressional Budget Office

April 30, 2010

28 p.

Full Text: <http://www.cbo.gov/ftpdocs/112xx/doc11226/04-30-TaxArbitrage.pdf>

Colleges and universities enjoy a variety of federal tax preferences that are designed to support a broader public purpose, the advancement of higher education and research. The use of proceeds from lower-cost tax-exempt bonds to directly finance the purchase of higher-yield securities, a practice known as tax arbitrage, is prohibited by law. Nevertheless, as discussed in the study, the law as currently implemented allows many colleges and universities to use tax-exempt debt to finance investments in operating assets while, at the same time, they hold investment assets that earn a higher return.

#### **54. MINORITIES AND THE RECESSION-ERA COLLEGE ENROLLMENT BOOM**

Pew Research Center

June 16, 2010

19 p.

Full Text: <http://bit.ly/adKFEF>

The recession-era boom in the size of freshman classes at four-year colleges, community colleges and trade schools has been driven largely by a sharp increase in minority student enrollment, according to a Pew Research Center analysis of new data from the U.S. Department of Education. Freshman enrollment at the nation's 6,100 post-secondary institutions surged by 144,000 students from the fall of 2007 to the fall of 2008. This 6% increase was the largest in 40 years, and almost three-quarters of it came from minority freshman enrollment growth.

[Note: contains copyrighted material].

#### **55. INVESTING IN CHANGE: HOW MUCH DO ACHIEVING THE DREAM COLLEGES SPEND – AND FROM WHAT RESOURCES – TO BECOME DATA-DRIVEN INSTITUTIONS?**

Elizabeth M. Zachry and Erin Coghlan

MDRC

111 p.

June 2010

Full Text: <http://bit.ly/bPNLjG>

The report analyzes the experiences of five community colleges and the investments they made in implementing an institution wide improvement process aimed at increasing students' success. The colleges in the study are

located in the southeastern and southwestern United States and include Valencia Community College in Orlando, Florida; Tallahassee Community College in Tallahassee, Florida; El Paso Community College in El Paso, Texas; South Texas College in McAllen, Texas; and the University of New Mexico in Gallup, New Mexico. The report examines how, where, and with what resources these colleges supported their reforms, as well as the key activities driving their overall expenditures.

[Note: contains copyrighted material].

## **56. CUTTING TO THE BONE: HOW THE ECONOMIC CRISIS AFFECTS SCHOOLS**

Center for Public Education

October 7, 2010

Full Text:

<http://www.centerforpubliceducation.org/site/apps/nlnet/content3.aspx?c=lvIXliN0JwE&b=6302113&ct=8736229&notoc=1>

The report notes that public K-12 education usually is one of the last areas to face the budget axe, but most districts today are suffering from declines in both state and local funding. At the same time, many also face dramatic cost increases in areas ranging from utilities to pension funds, forcing school leaders to make tough decisions between balanced budgets and student needs.

[Note: contains copyrighted material].

## **STUDENTS**

## **57. STUDENT ACHIEVEMENT, SCHOOL STRUCTURE, AND THE EFFECTS OF SMALL LEARNING COMMUNITY IMPLEMENTATIONS IN LOS ANGELES: A NETWORK APPROACH**

Richard Bowman

RAND Corporation

October 18, 2010

Full Text: [http://www.rand.org/pubs/rgs\\_dissertations/2010/RAND\\_RGSD273.pdf](http://www.rand.org/pubs/rgs_dissertations/2010/RAND_RGSD273.pdf)

The division of Los Angeles' large urban comprehensive high schools into groups of Small Learning Communities (SLCs) within the school campus was proposed as a way to improve academic outcomes. While the effects of school size on students have been explored in detail and converting school structure "in-place" is less costly than constructing several new small schools, little research has been completed regarding the structural or academic effects of dividing large schools into whole-school or "wall-to-wall" SLCs on the same campus. With this policy and research backdrop, the dissertation defines and identifies communities of students, evaluates the level of sorting and segregation in schools and communities in schools, explores correlations between school structure and academic outcomes, and evaluates the effects of SLC implementation on school structure and academic outcomes.

[Note: contains copyrighted material].

## **58. FAMILY FACTORS AND STUDENT OUTCOMES**

Nailing Xia

RAND Corporation

247 p.

January 27, 2010

Full Text: [http://rand.org/pubs/rgs\\_dissertations/2010/RAND\\_RGSD256.pdf](http://rand.org/pubs/rgs_dissertations/2010/RAND_RGSD256.pdf)

To examine the effects of family process variables and status variables on students' academic achievement and nonacademic outcomes, the author uses the Early Childhood Longitudinal Study, a U.S. longitudinal dataset that follows a nationally representative sample of children from kindergarten through fifth grade and the Programme for International Student Assessment, a cross-country cross-sectional dataset that assesses academic achievement of 15-year-old students. The U.S. data indicate that even after controlling for demographics and school inputs, student achievement was associated with such process variables as parental expectations and beliefs, learning structure, resource availability, home environment, parenting and disciplinary practices, and parental involvement.

[Note: contains copyrighted material].

## 59. WAGE LEARNERS

Zach Patton

Governing

August 2009

Available online at <http://www.governing.com/node/2910/>

Several big-city U.S. school systems serving underprivileged urban neighborhoods are experimenting with paying students to get good grades. The author notes that preliminary anecdotal evidence is that school attendance is up, pupils' academic performance has improved and there are less disciplinary problems; furthermore, the students are not spending the money on frivolous purchases. Some detractors of the program are doubtful that extrinsic rewards can influence students' long-term eagerness to learn, and object to the moral aspects of paying some students and not others; the author notes that there have some instances of retribution against students receiving payments. The schools and other supporters of the program counter that well-off families routinely provide rewards for their children, and the payments-for-good-grades program is merely providing a similar opportunity for children from low-income families. Saying that "desperate times call for desperate measures", they hope that the extrinsic rewards program will keep kids in the classroom, where they might discover the intrinsic reward of learning for its own sake.

[Note: contains copyrighted material].

## 60. ENHANCING LEARNING OF CHILDREN FROM DIVERSE LANGUAGE BACKGROUNDS: MOTHER TONGUE-BASED BILINGUAL OR MULTILINGUAL EDUCATION IN THE EARLY YEARS

Jessica Ball

91 p.

U.N. Education, Scientific and Cultural Organization

2010

Full Text: <http://unesdoc.unesco.org/images/0018/001869/186961e.pdf>

The literature review discusses mother tongue-based bilingual or multilingual education for children starting in early childhood. The report informs policy-makers of existing research and practices in mother-tongue instruction in early childhood and early primary school years and raises awareness of the value of maintaining the world's languages and cultures by promoting and resourcing mother tongue-based education for young children.

[Note: contains copyrighted material].

## 61. BREAKING THE MOLD: COMBINING COMMUNITY SCHOOLS WITH EXPANDED LEARNING TIME TO HELP EDUCATIONALLY DISADVANTAGED STUDENTS

Isabel Owen

44 p.

Center for American Progress

September 22, 2010

Full Text: <http://bit.ly/9dUbsi>

Isabel Owen examines two school wide reform models that challenge the rigid boundaries of the conventional school model in order to close the achievement gap.

[Note: contains copyrighted material].

## 62. 2010 COLLEGE-BOUND SENIORS: TOTAL GROUP PROFILE REPORT

College Board

September 2010

19 p.

Full Text: <http://bit.ly/bXepRs>

College-Bound Seniors presents data for high school graduates in the year 2010 who participated in the SAT Program. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered accurate.

[Note: contains copyrighted material].

## 63. COLLEGE- AND CAREER-READY: USING OUTCOMES DATA TO HOLD HIGH SCHOOLS ACCOUNTABLE FOR STUDENT SUCCESS

Chad Aldeman

15 p.

Education Sector

January 12, 2010

Full Text: [http://www.educationsector.org/usr\\_doc/College-Ready.pdf](http://www.educationsector.org/usr_doc/College-Ready.pdf)



According to the Florida Department of Education, Manatee High School was not a place parents should have wanted to send their children in 2006. The Bradenton-based school received a “D” rating on the state’s A–F scale of academic performance. At the same time, Boca Raton Community High School was flying high, having just earned its second straight “A” rating and being named among the best high schools in the country by Newsweek magazine. But Manatee was actually quite successful in a number of important ways. It graduated a higher percentage of its students than Boca Raton and sent almost the same percentage of its graduates off to college. Once they arrived on college campuses, Manatee graduates earned higher grades and fewer of them failed remedial, not-for-credit math and English courses than their Boca Raton peers.  
[Note: contains copyrighted material].

#### **64. PAVING THE WAY THROUGH PAID INTERNSHIPS: A PROPOSAL TO EXPAND EDUCATIONAL AND ECONOMIC OPPORTUNITIES FOR LOW-INCOME COLLEGE STUDENTS**

Kathryn Anne Edwards and Alexander Hertel-Fernandez  
Economic Policy Institute

20 p.  
March 23, 2010

Full Text: [http://epi.3cdn.net/b1d404768baee139e7\\_ram6i2vc3.pdf](http://epi.3cdn.net/b1d404768baee139e7_ram6i2vc3.pdf)

As Spring 2010 college graduates prepare to search for jobs, many from low-income families will start at a competitive disadvantage because they have had to work rather than take crucial, but often unpaid, professional internships that provide key skills for entering the workforce. A new legislative proposal seeks to remedy this inequity by providing funding for low-income students to take high-quality public service internships.  
[Note: contains copyrighted material].

#### **65. REDUCING STUDENT POVERTY IN THE CLASSROOM**

Saba Bireda and Joy Moses  
Center for American Progress  
Full Text: <http://bit.ly/cn0R4B>

31 p.  
September 2010

Schools are ideal locations for social programs because they have unparalleled access to poor students and their families, they are located in the neighborhoods in which families live, are recognized and familiar community institutions, and have established relationships with low-income students and their families.  
[Note: contains copyrighted material].

#### **66. ARE YOU GAINFULLY EMPLOYED?: SETTING STANDARDS FOR-PROFIT DEGREES**

Ben Miller  
Education Sector  
Full Text: <http://bit.ly/9emT2G>

19 p.  
September 2010

The U.S. Department of Education had released a new proposal that would make it more difficult for for-profits to access billions of dollars in federal funds. At the center of the proposal is a rule called “gainful employment” that would penalize for-profit colleges and other vocational training programs for saddling students with more debt than they can pay back. For-profits have grown by leaps and bounds in recent years, largely free of federal regulation. That freedom would be significantly curtailed if the gainful employment standard takes effect.  
[Note: contains copyrighted material].

#### **67. BACK TO COLLEGE**

U.S. Department of Labor  
Full Text: <http://bit.ly/bQoT4p>

September 2010

15 p.

In 2009, there were over 10,000 establishments, places of employment, whether campuses, offices, research facilities, or other locations, operated by colleges and universities in the United States. The report presents Bureau of Labor Statistics data related to college and university students and graduates, as well as colleges and universities as an industry and place of employment.

#### **68. ENGAGING DIVERSE VIEWPOINTS: WHAT IS THE CAMPUS CLIMATE FOR PERSPECTIVE-TAKING?**

Eric L. Dey and Associates  
American Association of Colleges and Universities  
Full Text: <http://bit.ly/dj7s4B>

44 p.  
September 2010

According to the report, Core Commitments, a signature initiative of the Association of American Colleges and Universities (AAC&U), aims to reclaim and revitalize the academy's role in fostering students' development of personal and social responsibility. The initiative is designed to help campuses create learning environments in which all students reach for excellence in the use of their talents, take responsibility for the integrity and quality of their work, and engage in meaningful practices, including taking seriously the perspectives of others, that prepare them to fulfill their obligations as students in an academic community and as responsible global and local citizens. [Note: contains copyrighted material].

#### **69. TERMS OF ENGAGEMENT: MEN OF COLOR DISCUSS THEIR EXPERIENCES IN COMMUNITY COLLEGES**

MDRC

March 2010

95 p.

Full Text: <http://www.mdrc.org/publications/547/full.pdf>

Community colleges provide access to higher education for millions of Americans who might not otherwise be able to pursue it. However, despite the pivotal role these institutions play in promoting social equity, they continue to struggle with low student persistence and completion rates, particularly among male students of color. It is this dilemma that spurred Lumina Foundation to launch the Achieving the Dream initiative in 2003 as a bold national effort to improve student outcomes and reduce achievement gaps at community colleges.

[Note: contains copyrighted material].

#### **70. COLLEGE ENROLLMENT AND WORK ACTIVITY OF 2009 HIGH SCHOOL GRADUATES**

Bureau of Labor Statistics

April 27, 2010

Full Text: <http://www.bls.gov/news.release/hsgec.nr0.htm>

In October 2009, 70.1 percent of 2009 high school graduates were enrolled in colleges or universities, the U.S. Bureau of Labor Statistics reported today. This was a historical high for the series, which began in 1959. Recent high school graduates not enrolled in college in October 2009 were more likely than enrolled graduates to be in the labor force (70.0 compared with 42.1 percent).

#### **71. TOO FAT TO FIGHT: RETIRED MILITARY LEADERS WANT JUNK FOOD OUT OF AMERICA'S SCHOOLS**

Mission: Readiness Military Leaders for Kids

April 2010

16 p.

Full Text: [http://cdn.missionreadiness.org/MR\\_Too\\_Fat\\_to\\_Fight-1.pdf](http://cdn.missionreadiness.org/MR_Too_Fat_to_Fight-1.pdf)

More than 9 million young adults – 27 percent of all Americans age 17 to 24 – are too overweight to join the military, according to the report. Declaring that escalating rates of child obesity pose a serious threat to national security, retired military leaders joined Sen. Richard Lugar (R-IN) and U.S. Secretary of Agriculture Tom Vilsack in support of new child nutrition legislation to help reduce the obesity epidemic and expand the pool of healthy young adults available for military service.

[Note: contains copyrighted material].

#### **72. NOT-SO-EQUAL PROTECTION: REFORMING THE REGULATIONS OF STUDENT INTERNSHIPS**

Kathryn Anne Edwards and Alexander Hertel-Fernandez

8 p.

Economic Policy Institute

April 5, 2010

Full Text: [http://epi.3cdn.net/4dd46de9ad08f55635\\_6dm6bx8tq.pdf](http://epi.3cdn.net/4dd46de9ad08f55635_6dm6bx8tq.pdf)

Internships, the vast majority of which are unpaid, have become a staple of the college experience. Internships are often beneficial for both the student and the employer. Students can gain valuable insights into the nature of a certain occupation or industry, specific skill development, exposure to a network of contacts in a field of interest, and experience in the professional world. In turn, employers can engage in low-cost workforce training and vetting for future employment. The authors discuss the regulations pertaining to the internships.

[Note: contains copyrighted material].

### 73. HELPING HIGH SCHOOL DROPOUTS IMPROVE THEIR PROSPECTS

Dan Bloom and Ron Haskins  
Princeton University and Brookings Institution  
Full Text:

8 p.  
April 27, 2010

[http://www.brookings.edu/~media/Files/rc/papers/2010/0427\\_helping\\_dropout\\_haskins/0427\\_helping\\_dropout\\_haskins.pdf](http://www.brookings.edu/~media/Files/rc/papers/2010/0427_helping_dropout_haskins/0427_helping_dropout_haskins.pdf)

Dropping out of high school has serious long-term consequences not only for individuals but also for society. According to expert estimates, between 3.5 million and 6 million young Americans between the ages of 16 and 24 are school dropouts. Lowering the number of adolescents who fail to finish high school and helping those who drop out get back on track must be a major policy goal for our nation. The policy brief focuses primarily on how best to provide youngsters who have dropped out of school a second chance.

[Note: contains copyrighted material].

## TEACHERS

### 74. WHAT MAKES A GREAT TEACHER?

Amanda Ripley  
Currently available online at <http://www.theatlantic.com/doc/201001/good-teaching>

Atlantic Monthly

January-February 2010

Ripley writes that educational systems in the U.S. "have never identified excellent teachers in any reliable, objective way ... Instead, we tend to ascribe their gifts to some mystical quality that we can recognize and revere - but not replicate." However, one organization in America has been systematically pursuing this goal for more than a decade -- tracking hundreds of thousands of kids, and analyzing why some teachers can move kids three grade levels ahead in one year and others can't. Teach for America, a nonprofit that recruits college graduates to spend two years teaching in low-income schools, began outside the educational establishment and has largely remained there. Almost half a million American children are being taught by its 7,300 teachers this year, and the organization tracks test-score data, linked to each teacher, for 85 percent to 90 percent of those kids, most of whom are poor and African-American or Latino. Teach for America has found that "superstar" teachers set big goals for their students, recruit students and their families into the teaching process and ensure that everything they do contributes to student learning; however, the most important trait of all is that superstar teachers are incredibly persistent in attaining goals. Knowledge matters, but not in every case, Teach for America has found; graduating from an elite school or having a master's degree in education does not make much difference on classroom effectiveness. Now that the Obama administration is offering USD 4 billion to identify and cultivate effective teachers, the states must take radical steps in the education field, where efforts to measure teacher performance based on student test scores have long been fought.

[Note: contains copyrighted material].

### 75. A MATTER OF DEGREES: PREPARING TEACHERS FOR THE PRE-K CLASSROOM

Pew Center on the States  
Full Text: [http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k\\_education/PkN\\_Education\\_Reform\\_Series\\_FINAL.pdf](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/PkN_Education_Reform_Series_FINAL.pdf)

March 9, 2010

24 p.

To maximize the benefits of pre-kindergarten investments, states need to create policies that define and support teacher quality, according to the report. The report reviews research on training for pre-k teachers and concludes that educators with at least a bachelor's degree coupled with specialized training in early childhood are best able to foster development of the cognitive, social and emotional skills children need to be ready for kindergarten.

[Note: contains copyrighted material].

### 76. AMERICA'S TEACHER CORPS

Brookings Institution  
Full Text:

Brookings Institution

16 p.

[http://www.brookings.edu/~media/Files/rc/reports/2010/0315\\_teacher\\_corps/0315\\_teacher\\_corps.pdf](http://www.brookings.edu/~media/Files/rc/reports/2010/0315_teacher_corps/0315_teacher_corps.pdf)

The authors propose the creation through federal legislation of America's Teacher Corps (ATC). Highly effective K-12 public school teachers, as documented through district or state evaluation systems that comply with federal standards, would qualify for membership in the ATC. Members of the ATC would receive visible recognition for teaching excellence and, conditional on service in high-poverty Title I schools, a salary supplement and portable credential. The ATC would encourage states and districts to establish effective teacher evaluation systems and to use those systems to guide the recruitment, retention, placement, professional development, and compensation of teachers.

[Note: contains copyrighted material].

## **77. REMOVING CHRONICALLY INEFFECTIVE TEACHERS: BARRIERS AND OPPORTUNITIES**

Robin Chait

Center for American Progress

Full Text: [http://www.americanprogress.org/issues/2010/03/pdf/teacher\\_dismissal.pdf](http://www.americanprogress.org/issues/2010/03/pdf/teacher_dismissal.pdf)

32 p.

March 10, 2010

In schools across the country, there are teachers who should not be teaching. But schools almost never dismiss persistently poor-performing teachers due in large part to legal and policy barriers at the local and state level, according to Chait.

[Note: contains copyrighted material].

## **78. USING VALUE-ADDED MEASURES OF TEACHER QUALITY**

Eric A. Hanushek and Steven G. Rivkin

Urban Institute

Full Text: <http://www.urban.org/UploadedPDF/1001371-teacher-quality.pdf>

6 p.

May 2010

Can value-added measures provide valuable information to assess the quality of teachers and to create incentives for improvement? The study describes the analytic framework of value-added measures, by identifying methodological concerns about value-added estimation and ways to mitigate them, and by discussing the policy uses of value-added estimates of teacher effectiveness.

[Note: contains copyrighted material].

## **79. UNDERFUNDED TEACHER PENSION PLANS: IT'S WORSE THAN YOU THINK**

Josh Barro and Stuart Buck

Manhattan Institute for Policy Research

Full Text: [http://www.manhattan-institute.org/pdf/cr\\_61.pdf](http://www.manhattan-institute.org/pdf/cr_61.pdf)

28 p.

April 2010

To all the other fiscal travails facing the country's states and largest cities, now add their pension obligations, which are far greater than they may realize or are willing to admit. The paper focuses on the crisis in funding teachers' pensions, because education is often the largest program area in state budgets, making it an obvious target for cuts.

[Note: contains copyrighted material].

## **80. PREPARING TEACHERS: BUILDING EVIDENCE FOR SOUND POLICY**

National Research Council

Full Text: [http://www.nap.edu/catalog.php?record\\_id=12882](http://www.nap.edu/catalog.php?record_id=12882)

April 29, 2010

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system.

## **81. SCHOOL ACCOUNTABILITY AND TEACHER MOBILITY**

Urban Institute

June 16, 2010

Full Text: <http://bit.ly/bDMY5G>

46 p.

The study exploits policy variation within the same state to examine the effects of school accountability on teacher job changes. The authors measure the degree to which schools and teachers were "surprised" by the change in

the school grading system, what they refer to as an "accountability shock," by observing the mobility decisions of teachers in the years before and after the school grading change. They find over half of all schools in the state experience an accountability "shock" due to this grading change. Also, teachers are more likely to leave schools facing increased accountability pressure. They are less likely to leave schools facing decreased accountability pressure. Moreover, schools facing increased pressure experience an increase in the quality of teachers who leave or stay and schools with no accountability shock experience no significant change to the quality of teachers that leave or stay.

[Note: contains copyrighted material].

## **82. MEASURING WHAT MATTERS: A STRONGER ACCOUNTABILITY MODEL FOR TEACHER EDUCATION**

Edward Crowe

Center for American Progress

Full Text: <http://bit.ly/dwJ93N>

44 p.

July 29, 2010

Edward Crowe details a new system for holding teacher preparation programs accountable for their graduates' results in the classroom.

[Note: contains copyrighted material].

## **83. WHAT MAKES SPECIAL-EDUCATION TEACHERS SPECIAL?**

Li Feng and Tim R. Sass

Center for Analysis of Longitudinal Data in Education Research

Full Text: <http://bit.ly/ctPugP>

38 p.

August 10, 2010

The paper examines the impact of pre-service preparation and in-service formal and informal training on the ability of teachers to promote academic achievement among students with disabilities. There is little support for the efficacy of in-service professional development courses focusing on special education. However, teachers with advanced degrees are more effective in boosting the math achievement of students with disabilities than are those with only a baccalaureate degree, according to the authors.

[Note: contains copyrighted material].

## **84. HIGH SCHOOLS, CIVICS, AND CITIZENSHIP: WHAT SOCIAL STUDIES TEACHERS THINK AND DO**

American Enterprise Institute

September 30, 2010

61 p.

Full Text: <http://www.aei.org/docLib/High-Schools-Civics-Citizenship-Full-Report.pdf>

The study revolves around an essential question: what are teachers trying to teach our youth about citizenship and what it means to be an American? The findings are based on a national, random sample survey of 866 public high school social studies teachers, an oversample survey of 245 Catholic and private high school social studies teachers, and three focus groups. Social studies teachers are excellent sources of information for this type of research. They are in the trenches, and they can report not only on their own attitudes, priorities, and behaviors, but also on what is actually happening in high schools and school districts.

[Note: contains copyrighted material].

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